

Guidance and Instructions

Request for Applications

Workforce Innovation and Opportunity Act (WIOA)
Title II – Adult Education and Family Literacy Act (AEFLA)

Program Guidance and Instructions for *General Instruction, Institutional, and Integrated English Literacy and Civics Education* Program funding for a Two-Year Grant Period (2017-2019)

Effective Date: July 1, 2017

The “effective date” is the beginning date on which expenditures can be charged to the federal grant.

Application Deadline: Completed applications must be submitted via email to adulted@michigan.gov no later than **5:00pm** on **March 31, 2017**.

Warning! Late applications **will not** be accepted and **will not** be considered for review.

Availability of Application: This competitive grant application is designed to meet all AEFLA and U.S. Department of Education (USDOE) requirements for equal access and opportunity. Grant guidance and instructions will be posted on the Office of Adult Education [website](#). The Michigan Talent Investment Agency (TIA) is committed to providing equal access to all persons in admission to, or operation of its programs or services. Individuals with disabilities needing accommodations for effective participation in this grant application are invited to contact the TIA, Office of Adult Education, for assistance.

The grant application will be released on **February 10, 2017**. The TIA will make information available about the availability of funds and the method of applying for these funds through announcements on State of Michigan websites, notification of professional organizations, and other relevant state programs. Associations representing literacy groups, adult educators, community colleges, and Workforce Development Boards will be advised of application opportunities. The grant guidance and instructions, assurances and certifications, general information, and the application will be posted on the Office of Adult Education [website](#).

Questions regarding this application should be sent to adulted@michigan.gov.

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Section 1: Requirements and Expectations

TIA is pleased to release the grant guidance and request for applications (RFA) for WIOA, Title II AEFLA funding to support adult education and literacy programs. This is a two-year grant beginning July 1, 2017 and ending June 30, 2019.

Title II is one of six core programs:

- Title I – Adults, Youth, & Dislocated Works Programs
- Title II – Adult Education Program
- Title III – Wagner-Peyser Employment Services
- Title IV – Vocational Rehabilitation Program

The State of Michigan's Unified State Plan, approved by the US Secretaries of Labor and Education, addresses Michigan's overall adult education goals and strategies, encouraging coordination of local service delivery among multiple programs.

These federal funds are one component of Michigan's efforts to provide effective adult education and family literacy services, which include: Adult Basic Education (ABE), Adult Secondary Education (ASE), High School Equivalency (HSE) Preparation, High School Completion (HSC), English as a Second Language (ESL), Family Literacy, Workplace Literacy, Integrated Education and Training (IET), and Integrated English Literacy and Civics Education (IELCE). A recipient is prohibited from using these funds for any other purpose.

Michigan's adult education delivery system will be comprised of organizations with demonstrated effectiveness delivering adult education and literacy services to eligible individuals, including local education agencies, community colleges, universities, correctional institutions, literacy organizations, community-based and faith-based organizations, libraries, and nonprofit organizations. These entities may operate collaboratively or in consortiums to deliver services.

GRANT PURPOSE

AEFLA presents an extraordinary opportunity to improve the quality of life for individuals with low skills. Literacy and numeracy are fundamental skills necessary for workforce success, as well as for personal and social well-being. Services provided under AEFLA are intended to lead to further education, training opportunities, and work, and are to be based on best practices derived from the most rigorous research available. The diversity of individuals who possess low skills requires a broad approach to skills development.

As one of six core programs under WIOA, the AEFLA program plays an integral role in the workforce development system by providing access to educational services for adult learners through the one-stop delivery system. The program seeks to increase opportunity in the educational and workforce development of adults as workers, parents, and citizens. While playing a critical role in adult attainment of a secondary school diploma, the program also aims to assist in the transition to postsecondary education and training through the use of career pathways.

The AEFLA program will provide the following critical services and activities to support adult learners with the goal of improving access to education and training opportunities, as well as to employment:

- ✓ Assist adults to become literate and obtain the knowledge and skills for employment and economic self-sufficiency;
- ✓ Support the educational and skill achievement of parents and family members to participate in the educational development of their children and improve economic opportunities for families;
- ✓ Assist immigrants and English learners in improving their English and math proficiency and understanding of the rights and responsibilities of citizenship; and
- ✓ Assist incarcerated individuals in strengthening their knowledge and skills to promote successful re-entry into society.

SERVICES TO BE PROVIDED

General Instruction

AEFLA requires that applicants receiving the General Instruction grant **must establish or operate one or more** programs that provide services in one or more of the following categories:

- Adult education
- Literacy
- Workplace adult education and literacy activities
- Family literacy activities
- English language acquisition activities
- Integrated English literacy and civics education services
- Workplace preparation activities, or
- Integrated education and training

Refer to Section VI for the definition of each allowable activity.

Institutional Programs

Grants awarded under Section 225 for Corrections Education may only be used for educational programs for criminal offenders in correctional institutions and for other institutionalized individuals, including academic programs for –

- (1) adult education and literacy activities;
- (2) special education, as determined by the state office;
- (3) secondary school credit;
- (4) integrated education and training;
- (5) career pathways;
- (6) concurrent enrollment;
- (7) peer tutoring;
- (8) transition to re-entry initiatives and other post release services with the goal of reducing recidivism.

Correctional facilities operated by the Michigan Department of Corrections for adults and by the Michigan Department of Health and Human Services for youth are qualified to participate. County jail facilities served by local providers of adult education programs are also eligible for funding under the Institutional funding category.

Types of correctional institutions include any prison; jail; reformatory; work farm; detention center; or halfway house, community-based rehabilitation center, or any other similar institution designed for the confinement or rehabilitation of criminal offenders.

Assistance provided under AEFLA Section 225 to carry out a program for criminal offenders in a correctional institution shall give priority to serving individuals who are likely to leave the correctional institution within five years of participation in the program.

IELCE Program

Grants awarded under Section 243 for IELCE may only be used for education services provided to English language learners who are adults, including professionals with degrees or credentials in their native countries, that enable such adults to achieve competency in the English language and acquire the basic and more advanced skills needed to function effectively as parents, workers, and citizens in the United States.

IELCE programs must include instruction in literacy, ESL, civics education, and be provided in combination with IET.

Each eligible provider that receives funding under IELCE (Sec. 243) is designed to:

- Prepare adults who are English language learners for and place such adults in, unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency; and
- Integrate with the local workforce development system and its functions to carry out the activities of the program.

Section II - Eligibility Requirements

ELIGIBLE PROVIDERS

An organization that has demonstrated effectiveness in providing adult education and literacy activities is eligible to apply for a grant. These organizations may include:

- a local educational agency;
- a community-based organization or faith-based organization;
- a volunteer literacy organization;
- an institution of higher education;
- a public or private nonprofit agency;
- a library;
- a public housing authority;
- a nonprofit institution that is not described in any of these subparagraphs and has the ability to provide literacy services to eligible individuals;
- a consortium or coalition of the agencies, organizations, institutions, libraries, or authorities described in any of the entities listed above; and
- a partnership between an employer and an entity listed above.

The fiscal agent is required to be a provider of services and **cannot** be a flow through entity. It is the expectation of TIA that sub recipients of AEFLA funds are the provider of services.

Contracted or purchased services to provide additional opportunities or supplemental services for participants, such as tutoring services, are allowable.

DEMONSTRATED EFFECTIVENESS

An eligible provider must demonstrate past effectiveness by providing performance data on its record of improving the skills of eligible individuals, particularly eligible individuals who have low levels of literacy, in the content domains of reading, writing, mathematics, English language acquisition, and other subject areas relevant to the services identified in Section I above. An eligible provider must also provide information regarding its outcomes for participants related to employment, attainment of secondary school diploma or its recognized equivalent, and transition to postsecondary education and training.

There are two ways in which an eligible provider may meet the requirements for demonstrated effectiveness:

- (1) An eligible provider that has been previously funded under Title II must provide performance data required under Section 116 of WIOA to demonstrate past effectiveness.
- (2) An eligible provider that has not been previously funded under Title II must provide performance data to demonstrate its past effectiveness in serving basic skills deficient eligible individuals, including evidence of its success in achieving outcomes for participants related to employment, attainment of secondary school diploma or its recognized equivalent, and transition to postsecondary education and training.

REGIONAL DISTRIBUTION OF FUNDING

TIA will allocate the AEFLA funds regionally to more closely align state and federal funding in Michigan. The most recent five-year estimates from the American Community Survey from the United States Census Bureau will be used to determine the allocation for each region based on the following criteria (with the exception of state correctional agencies):

- the proportion of the state population of individuals between the ages of 18 and 24 that are not high school graduates that reside in the prosperity region
- the proportion of the state population of individuals age 25 and older who are not high school graduates that reside in the prosperity region
- the proportion of the state population of individuals 18 and older who lack basic English language proficiency that resides in the prosperity region

TIA reserves the right to conduct a subsequent competitive bid process in one or more regions, and to redistribute a portion or all of a region's allocation as appropriate.

Each prosperity region will be required to provide comprehensive services, including adult basic education, adult secondary education, high school completion, high school equivalency, English as a second language, and opportunities for integrated education and training.

To ensure quality programming that meets the regional needs, adult education services must be aligned with workforce development, postsecondary education and training, community partners, and economic development within the region. The adult education services within the region must align with the local and regional strategic plan, and the Talent District Career Council on the development of career pathways.

REGIONAL PARTNERSHIPS

WIOA requires collaboration at all levels – federal, state, and local and – between core programs. Formation of regional partnerships that align multiple resources to provide comprehensive services to learners. At a minimum, such partnerships should include adult education partners, postsecondary education, vocational rehabilitation, and workforce development agencies. Other valuable partners may include:

- Literacy Councils
- Libraries
- School Districts
- Employers
- Community-based Organizations
- Faith-based Organizations
- Job Training Programs (integrated with occupational training)
- Regional Economic Development Representatives
- Proprietary Schools
- Local Offices of State Government (e.g., DHS, Vocational Rehabilitation Employment Services, Community Mental Health, Corrections)
- Local Foundations/United Way

While the scope, content, and organization of activities may vary from region to region, priority is given to those applicants with strong collaborative partnerships as defined above and have effective strategies to deal with diverse populations, including those with barriers to employment such as low basic skills, English language learners, low income participants, individuals with disabilities, single parents, and displaced homemakers. Additional target populations include individuals without high school diplomas and inmates of correctional institutions.

ONE-STOP PARTNER REQUIREMENTS

Per 34 CFR 678.415, TIA Office of Adult Education is the required one-stop partner for Title II and TIA may delegate that responsibility to one or more adult education providers or a consortium of providers in the region. As such, adult education providers that receive AEFLA funding assume the roles and responsibilities of one-stop partners, including contributing to infrastructure costs.

Under WIOA, each required partner must:

- a) Provider access to its programs or activities through the one-stop delivery system, in addition to other appropriate locations; AND
- b) Use a portion of administrative funds to provide applicable career services and work collaboratively with the state and local workforce board to establish and maintain the

one-stop delivery system, which includes jointly funding the one-stop infrastructure through partner cash, noncash, or third-party contributions.

Infrastructure costs are the responsibility of all one-stop partners, whether they are physically located in the one-stop center or not. Each partner's contribution to these costs may vary, as these contributions are to be based on the proportional use and relative benefit received by each program.

Section III – Program Design

ASSESSMENTS

All recipients of adult education funds must follow the TIA Assessment Policy. The Workforce Investment Opportunity Act requires assessment procedures to be valid, reliable, and appropriate to determine the effectiveness of instructional activities. The Assessment Policy provides guidelines for:

1. Using state-approved assessments in a standardized and consistent manner.
2. Placing a participant accurately into appropriate program and instructional level.
3. Obtaining diagnostic information to guide instruction.
4. Determining educational functioning level at intake (pre-test) and at the end of the instructional period (post-test).
5. Training staff and implementation of test security requirements.

All local adult education providers in Michigan must employ proper testing, scoring, and reporting protocols in accordance with the Assessment Policy and publishers' guidelines. All local programs must also establish an assessment policy that outlines assessment process and procedures, and is aligned with the state-issued assessment policy. Local assessment policies will be reviewed during monitoring visits.

The following assessments have been determined to:

- Be appropriate for measuring literacy and language development of adult participants
- Have standardized administration and scoring procedures
- Have alternate equivalent forms for pre-testing and post-testing
- Have evidence linking them to NRS educational functioning levels
- Be NRS approved tests and appropriate forms

Test Name	ESL	ABE	HSC	HSE
CASAS	X	X	X	X
TABE		X	X	X
TABE CLAS-E	X			
GAIN		X	X	X

ADULT LEARNING PLAN

TIA requires all recipients of adult education funds to maintain the state-approved Adult Learning Plan (ALP) for all adult education participants. The ALP is designed to document

information that tracks participant's progress towards goals achievement and enhances the academic performance and economic success of the adult education participant.

The ALP is initiated at intake and utilized for the entire duration of the participant's adult education services across program years.

Refer to the [ALP Policy](#) and technical assistance paper on the TIA, Office of Adult Education [website](#).

Section IV – Performance Management

PERFORMANCE MEASURES

WIOA establishes common performance accountability measures across the six core programs. These measures are applicable to federal and state funded programs and must be reported in the Michigan Adult Education Reporting System (MAERS). At the end of the program year, TIA will review the grantee's performance based on participant progress and the effectiveness of the program that shows continuous improvement in order to optimize the return on investment of federal and state funds for adult education and family literacy activities.

The **primary indicators of performance** for activities provided under WIOA, which include for the adult and dislocated worker programs, adult education and family literacy activities, employment services programs under Wagner-Peyser, and vocational rehabilitation programs are:

- I. the percentage of program participants in unsubsidized employment in the 2nd quarter after exit;
- II. the percentage of program participants in unsubsidized employment in the 4th quarter after exit;
- III. median earnings of program participants who are employed during the 2nd quarter after exit;
- IV. the percentage of program participants who obtain a recognized postsecondary credential, or a secondary school diploma or its recognized equivalent (subject to clause (iii))* during participation in or within 1 year after exit;
- V. the percentage of program participants achieving measurable skill gains; and
- VI. effectiveness in serving employers.

***Clause (iii) states that program participants who obtain a secondary school diploma or its recognized equivalent shall be included in the percentage counted as meeting the criterion only if, in addition to obtaining diploma or equivalent, they have obtained or retained employment or are in an education or training program leading to a postsecondary credential within 1 year after exit from the program. (Section 116(b)(2)(iii))**

For Program Year 2017-18, USDOE will only negotiate and hold states accountable for one indicator for the AEFLA program – **(V.) measurable skill gain indicator**. Local programs must collect and report data into MAERS on all six measures. The data will be used to establish baselines for the other five indicators during this period. "Baseline" indicators will not be used in

the end of year performance calculations and will not be used to determine failure to achieve adjusted levels of performance for purposes of sanctions.

2017-2018 USDOE Negotiated Target Levels of Performance

Measurable Skill Gain Measures for Michigan

Performance Measures	2017-2018 Target
Adult Basic Education (ABE/ASE)	34%
English as a Second Language (ESL)	52%
Overall Measurable Skill Gain	42%

DATA ENTRY REQUIREMENT

The data entry requirement is part of a comprehensive performance accountability system. TIA requires that all federal and state funded adult education programs must enter data into MAERS for every adult education participant that registers for services and attends one or more instructional hours.

MAERS was developed to meet the USDOE data requirements specified in the NRS Implementation Guidelines. TIA must complete and file a report with USDOE every year using MAERS data to fulfill NRS reporting requirements. The final report is due to USDOE on October 15th following the end of the program year.

Per USDOE requirements, data **MUST** be entered into MAERS monthly, at a minimum, and no later than the last day of the subsequent month. This includes class functions, registration, daily attendance hours for every participant enrolled in an adult education class, assessments (pre- and post-tests), class enrollment(s), program exits, and follow-up data. Programs must ensure that any information entered into MAERS is accurate and complete.

All participant registration, assessment, class enrollment, and attendance data must be entered into MAERS by **August 1st** following the end of the program year. The deadline for all planned gaps, interim achievements, program exits, and outcome data to be entered into MAERS is **September 30th** following the end of the program year.

Additional information regarding MAERS is available in the [MAERS section](#) of the Office of Adult Education website. The official MAERS website for entering and retrieving data requires prior authorization with an assigned username and password that can be obtained by contacting the Office of Adult Education.

FINAL REPORT & LOCAL PROGRAM IMPROVEMENT PLANS

At the end of the program year, grantees must analyze their performance data and evaluate their level of performance against the negotiated performance levels for the state. In each area where the local program falls below the state negotiated benchmarks, improvement plans may be required. Continuous improvement is the desired outcome for all levels, even those

programs that exceed the state benchmarks. In addition, grantees are expected to monitor performance outcome information and adjust program content and design to continuously improve achievement and performance.

PROGRAM MONITORING AND COMPLIANCE

All recipients of adult education funds are responsible for managing the day to day operations of grant activities to assure that the program is in compliance with federal and state requirements. TIA will monitor programs to ensure compliance with federal and state regulations.

Section V – Funding Information

FUNDING FOR PROGRAM PERIOD - JULY 1, 2017 THROUGH JUNE 30, 2019

Successful applicants will qualify for funding for a one-year grant cycle (2017-2018). Funding for the subsequent year is determined based on the successful completion of all previous year-end reports, complete data entry and reporting in MAERS, meeting TIA reporting requirements, and meeting all financial and budgetary requirements for federal and/or state funding.

A separate budget for each fiscal agent and provider is required for each fiscal year.

Changes in program plans, budgets, or funding requirements over the one-year period that are determined to be reasonable and necessary by TIA may be requested.

SUPPLEMENT NOT SUPPLANT

Funds made available for adult education and literacy activities under this title shall supplement and not supplant other state or local public funds expended for adult education and literacy activities.

Section VI – Financial Management Requirements

GRANT REQUIREMENTS

It is the responsibility of all programs funded by AEFLA to ensure appropriate stewardship of federal funds entrusted to them. Under AEFLA and Uniform Grant Guidance regulations, all programs must maintain financial management systems that provide accurate, complete, and current disclosure of the revenues and expenditures supporting the adult education and family literacy program. To meet this requirement, sub recipients must have adequate accounting practices and procedures, internal controls, audit processes, and cost allocation procedures in place. Sub recipients are responsible for managing the day-to-day operations of grant supported activities to assure that all funding requirements of this award are in compliance with applicable federal regulations.

Sub recipients that **expend \$750,000 or more in federal awards** during the fiscal year must have an independent Single Audit conducted in accordance with the 2 CFR Uniform Grant Guidance regulations.

Sub recipients are required to request **application amendments** for any new activity or any change in a **line item that exceeds 10% of the approved budget**. Amendments must be submitted and approved in Michigan Electronic Grants System (MEGS+) before dollars can be expended for new projects or activities. All funded activities must be within WIOA Title II guidelines.

Sub recipients must **request federal funds on an accrual basis at least quarterly** in the Cash Management System (CMS), and may not request funds that exceed their needs for three days cash on hand.

Prior to purchasing services from any vendor, **sub recipients are required to follow federal procurement standards** consistent with Title 2 of the Code of Federal Regulations, Part 200, as codified by the U.S. Department of Education.

Sub recipients are required to permit access by TIA and auditors to records and financial statements as necessary for TIA to comply with requirements of the Uniform Grant Guidance.

ADMINISTRATIVE COSTS

Section 233(a)(2) of AEFLA states that not less than 95% of the funding received by a local applicant shall be expended for carrying out adult education and family literacy activities and the remaining amount, **not to exceed 5%**, shall be used for planning, administration (including carrying out the performance requirements), professional development, activities to ensure alignment with the local plan, and carrying out one-stop partner responsibilities.

AEFLA also provides for the "Special Rule" that in cases where the cost limits described above are too restrictive to allow for these activities, the local provider may negotiate with the Grant Administrator in order to determine an adequate level of funds to be used for non-instructional purposes.

Indirect costs may be budgeted as part of the administrative costs.

ALLOWABLE COSTS

Under AEFLA and 2 CFR Uniform Grant Guidance all costs must be allowable, allocable, necessary, and reasonable for the performance of the federal award, and legal under state and local law.

Vocational and technical education courses taken by adult participants to fulfill the local requirements for high school completion or that satisfy adult basic education programming requirements are allowable. (Funds may not be used to support regular state funded K-12 participants or K-12 alternative participants.)

It is the expectation of TIA that the AEFLA funds are primarily used for instruction and program costs. Adult education providers are expected to operate cost-effective programs, and budgets should be detailed and transparent. Fiscal agents and providers must have on file appropriate documentation to support expenditures.

Program Costs: The costs associated with the direct provision of services to program participants. Program activities include, but are not limited to, participant assessment and instruction, classroom supplies and materials, data entry, support services, and building operations and maintenance.

Administrative Costs: The costs associated with performing activities or functions that are not related to the direct provision of services to program participants are administrative costs. An eligible provider receiving a grant or contract under this part may consider costs incurred in connection with the following activities to be administrative costs:

- planning;
- administration, including carrying out performance accountability requirements;
- professional development;
- providing adult education and literacy services in alignment with local workforce plans, including promoting co-enrollment in programs and activities under Title I, as appropriate; and
- carrying out the one-stop partner responsibilities, including contributing to the infrastructure costs of the one-stop delivery system.

UNALLOWABLE COSTS

Any costs that are general in nature, and cannot be directly attributed to the programs being offered for adult education participants are unallowable costs.

AEFLA funds **cannot** be used to support the costs of a GED®/HSE test administrator/proctor, GED®/HSE tests, and any other costs associated with this activity.

PURCHASE OF EQUIPMENT

The purchase of equipment, **not specifically listed in the approved budget**, must have prior written approval of the Grant Administrator. Equipment is defined as tangible personal property **(including information technology systems)** having a useful life of more than one year and a per-unit acquisition cost of **\$5,000 or more**. Such equipment shall be retained by the Grantee unless otherwise specified at the time of approval. None of the funds expended under this act may be used to acquire equipment, including computer software, in any instance in which such acquisitions results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or any affiliate of such an organization.

PROGRAM INCOME (TUITION AND FEES)

Program income from tuition and fees must be (1) governed by the terms of the agreement between the State grantee and the local sub grantee to which the State provides federal funds, (2) accounted for in program records, and (3) used only for costs allowable under AEFLA. Local providers charging tuition or fees to participants and employers must use the generated program income for allowable costs under AEFLA, including expanding available resources for adult education, workplace literacy, English language acquisition and adult basic and secondary education. Fees established by local programs must be necessary and reasonable and must not impose a barrier to the participation of disadvantaged persons in the adult education program.

FINAL REPORTING REQUIREMENTS

A Final Expenditure Report certifying and reporting actual expenditures must be completed electronically and submitted into the CMS no later than **August 29, 2018**.

A final narrative and program summary report for the grant year must be completed electronically in MEGS+ no later than **November 30, 2018**.

Local programs with a Tuition and Fees budget in the grant application must complete a Tuition and Fees final expenditure report within the MEGS+ final narrative report no later than **November 30, 2018**.

SINGLE AUDIT REPORTING REQUIREMENTS

Michigan school districts that **expend \$750,000 or more in federal awards** during the fiscal year must forward a copy of their Single Audit to Michigan Department of Education, Office of Financial Management Audits.

Non-school district sub recipients of this grant that **expend \$750,000 or more in federal awards** during the fiscal year must forward a copy of their Single Audit report covering the grant period to TIA, Office of Adult Education within nine months of the close of the fiscal year.

[Section VII - State Leadership](#)

PROFESSIONAL DEVELOPMENT ACTIVITIES (Sec. 223)

The State will provide professional development and technical assistance throughout the year to all local providers to support and encourage:

- the alignment of adult education and literacy activities with other core programs, one-stop partners and eligible providers to implement strategies in the Unified State Plan, including the development of career pathways to provide access to employment and training services for individuals in adult education and literacy activities;
- the establishment or operation of high quality professional development programs to improve instruction related to teaching adults and the specific needs of adult learners, and the dissemination of information about models and promising practices related to instruction;
- the provision of technical assistance to eligible providers of adult education and literacy activities receiving funds under this title, including the development and dissemination of instructional and programmatic practices based on the most rigorous or scientifically valid research available and appropriate, in reading, writing, speaking, mathematics, English language acquisition programs, distance education, and staff training; the role of eligible providers as a one-stop partner to provide access to employment, education, and training services; and assistance in the use of technology, including for staff training, to eligible providers, especially the use of technology to improve system efficiencies; and
- the monitoring and evaluation of the quality of, and the improvement in, adult education and literacy activities and the dissemination of information about models and proven or promising practices within the State.

Section VII - Important WIOA-AEFLA Definitions

Adult Education – *Section 203(1)*

The term “**adult education**” means academic instruction and education services below the postsecondary level that increase an individual’s ability to –

- (A) read, write, and speak in English and perform mathematics or other activities necessary for the attainment of a secondary school diploma or its equivalent;
- (B) transition to postsecondary education and training; and
- (C) obtain employment.

Adult Education and Literacy Activities - *Section 203(2)*

The term “**adult Education and literacy activities**” means programs, activities, and services that include adult education, literacy, workplace adult education and literacy activities, family literacy activities, English language acquisition activities, integrated English literacy and civics education, workforce preparation activities, or integrated education and training.

Eligible Individual - *Section 203(4)*

The term “**eligible individual**” means an individual—

- (A) who has attained 16 years of age;
- (B) who is not enrolled or required to be enrolled in secondary school under State law; and
- (C) who--
 - (i) is basic skills deficient;
 - (ii) does not have a secondary school diploma or its recognized equivalent, and has not achieved an equivalent level of education; or
 - (iii) is an English language learner.

English Language Acquisition Program - *Section 203(6)*

The term “**English language acquisition program**” means a program of instruction--

- (A) designed to help eligible individuals who are English language learners achieve competence in reading, writing, speaking, and comprehension of the English language; and
- (B) that leads to--
 - (i) (I) attainment of a secondary school diploma or its recognized equivalent; and
 - (II) transition to postsecondary education and training; or
 - (ii) employment.

English Language Learner - *Section 203(7)*

The term “**English language learner**” when used with respect to an eligible individual means an eligible individual who has limited ability in reading, writing, speaking, or comprehending the English language, and--

- (A) whose native language is a language other than English; or
- (B) who lives in a family or community environment where a language other than English is the dominant language.

Family Literacy Activities - Section 203(9)

The term “**family literacy activities**” means activities that are of sufficient intensity and quality, to make sustainable improvements in the economic prospects for a family and that better enable parents or family members to support their children’s learning needs, and that integrate all of the following activities:

- (A) Parent or family adult education and literacy activities that lead to readiness for postsecondary education or training, career advancement and economic self-sufficiency.
- (B) Interactive literacy activities between parents or family members and their children;
- (C) Training for parents or family members regarding how to be the primary teacher for their children and full partners in the education of their children;
- (D) An age-appropriate education to prepare children for success in school and life experiences.

Michigan regulations require that funds used under this category must be used for the education of the parents in the Family Literacy Program that are placed in the appropriate educational functioning level determined by the approved assessment test and reported in the Michigan Adult Education Reporting System (MAERS).

Integrated Education and Training - Section 203(11)

The term “**integrated education and training**” means a service approach that provides adult education and literacy activities concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement.

Integrated English Literacy and Civics Education - Section 203(12)

The term “**integrated English literacy and civics education**” means education services provided to English language learners who are adults, including professionals with degrees and credentials in their native countries that enables such adults to achieve competency in the English language and acquire the basic and more advanced skills needed to function effectively as parents, workers, and citizens in the United States. Such services shall include instruction in literacy and English language acquisition and instruction on the rights and responsibilities of citizenship and civic participation, and may include workforce training.

Literacy – Section 203(13)

The term “**literacy**” means an individual’s ability to read, write, and speak in English, compute, and solve problems, at levels of proficiency necessary to function on the job, in the family of the individual, and in society.

Workplace Adult Education and Literacy and Literacy Activities Section 203(16)

The term “**workplace adult education and literacy activities**” means adult education and literacy activities offered by an eligible provider in collaboration with an employer or employee organization at a workplace or an off-site location that is designed to improve the productivity of the workforce.

Workforce Preparation Activities – Section 203(17)

The term “**workforce preparation activities**” means activities, programs, or services designed to help an individual acquire a combination of basic academic skills, critical thinking skills, digital literacy skills, and self-management skills, including competencies in utilizing

resources, using information, working with others, understanding systems, and obtaining skills necessary for successful transition into and completion of postsecondary education or training, or employment.

Career Pathway – *Section 3(7)*

The term “**career pathway**” means a combination of rigorous and high quality education, training, and other services that -

- (A) aligns with the skill needs of industries in the economy of the State or regional economy involved;
- (B) prepares an individual to be successful in any of a full range of secondary or postsecondary education options, including apprenticeships;
- (C) includes counseling to support an individual in achieving the individual’s education and career goals;
- (D) includes, as appropriate, education offered concurrently with an in the same context as workforce preparation activities and training for a specific occupation or occupational cluster;
- (E) organizes education, training, and other services to meet the needs of an individual in a manner that accelerates the educational and career advancement of the individual to the extent practicable;
- (F) enables an individual to attain a secondary school diploma or its recognized equivalent, and at least 1 recognized postsecondary credential; and
- (G) helps an individual enter or advance within a specific occupation or occupational cluster.